

Lockport City School District
Grade 4 Process-Driven Culminating Task for Unit 2

Directions:

Writers will engage in research about a selected topic and produce a piece of informational text that reveals what they learned.

Successful writers will demonstrate:

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. **(W.4.2b & d)**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **(W.4.3a-e)**

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience **(W.4.4)**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing **(W.4.5)**

Conduct short research projects that build knowledge through investigation of different aspects of a topic. **(W.4.7)**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide and list of sources. **(W.4.8)**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. **(W.4.10)**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **(SL.4.4)**

Name: _____ Grade: _____ Teacher: _____

IDEAS	WRITER'S VOICE	ORGANIZATION
EXPERIENCED _____ My writing is fascinating. It sparks my readers' curiosities. My message is meaningful and focused. I show rather than tell.	EXPERIENCED _____ I know my stuff. People can trust what I am saying because I sound like an expert on this topic.	EXPERIENCED _____ I grab the reader's attention right from the start, by creating a compelling situation, build interest throughout, and end in a way that satisfies the reader. I use transitions to move readers from one part of the text to another seamlessly. I add details and clues in just the right places and group my information clearly..
DEVELOPING _____ My writing is descriptive. It provides causes and effects about my topic. My message is taking shape, but I'm still not completely clear about what it might be. I tell rather than show.	DEVELOPING _____ I know a lot about this topic. People can learn some important things from me. I sound like I've been learning a lot.	DEVELOPING _____ My writing unfolds in a predictable way. My writing has a clear beginning, middle, and end. Some of my details seem out of place. I may spend too much time focusing on one part of my work, or I may rush through others.
BEGINNING _____ My writing is vague. I don't know enough about my topic yet. My message is confusing. I'm still thinking-aloud on paper. Missing details make it hard for my reader to picture what I'm saying.	BEGINNING _____ I am still learning about this topic. I'm not ready to teach others just yet.	BEGINNING _____ My writing lacks organization. It's confusing. My writing doesn't include a hook, the body of my work may be jumbled, or my conclusion might be rushed or missing. Details are missing or out of place.

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED _____</p> <p>My writing includes rich, precise words, and some of them come from the field that we studied.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED _____</p> <p>My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p> <p>I use a variety of transitions and transitional phrases.</p>	<p>EXPERIENCED _____</p> <p>My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING _____</p> <p>My writing includes correct words.</p> <p>My words may not capture my reader's attention. They aren't striking or specific to my purpose.</p> <p>My words might be over-used or too flowery.</p>	<p>DEVELOPING _____</p> <p>My writing is predictable. When I read it aloud, it has a natural sound; although it may lack a certain rhythm and grace.</p> <p>Most of my sentences follow the same pattern.</p> <p>I use some transitions and transitional phrases.</p>	<p>DEVELOPING _____</p> <p>My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING _____</p> <p>My writing includes misused words.</p> <p>My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not be able to see, hear, or feel anything.</p> <p>I use the same words over and over again.</p>	<p>BEGINNING _____</p> <p>My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p> <p>I need to use transitions and transitional phrases.</p>	<p>BEGINNING _____</p> <p>Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

Writing Process

EXPERIENCED____

--I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.

--I change my writing as I go, based on new ideas I develop or suggestions from other people.

--I make corrections in conventions.

--I look for ways to share my work with others.

DEVELOPING____

--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.

--I make at least one change to my writing when I'm working.

--I ask others to tell me how to improve my work. Sometimes, I make changes.

--I share my work when my teacher tells me to.

BEGINNING____

--My writing is usually based upon the first idea that comes to mind.

--I'm not sure how to make changes to my writing yet.

--My final copy is nearly identical to my rough draft.

--I don't share my work with other people.

	EXPERIENCED____	DEVELOPING____	BEGINNING____
Speaking & Delivery	-- MY tone matches the seriousness of the topic I am presenting throughout my presentation.	--MY tone matches the seriousness of the topic I am presenting most of the time.	-- My tone does not match the seriousness of the topic.
	--I speak with slowly and carefully. I pause briefly after key points to allow time for the audience to think about the information.	--I speak clearly with appropriate pace most of the time.	-- My speech lacks clarity and is too fast and/or too slow.